



# **FEDERAL LAW ENFORCEMENT TRAINING CENTER (FLETC)**

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## **Strategic Plan 2000 - 2005**



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# Strategic Plan 2000 - 2005

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**Federal Law Enforcement Training Center**

## Executive Summary

The Federal Law Enforcement Training Center (FLETC) leadership is committed to working closely with and providing leadership to the community that we serve. In order to achieve this objective, we must remain vigilant about pressing issues and challenges and any relevant changes that occur within the law enforcement community. As law enforcement training needs change, we must be prepared to interact with the community whom we serve and seek integrated, appropriate approaches to accommodate those changes and use the training process to prepare law enforcement officers to deal with them. This requires that we be structured and administered so that we remain flexible and dynamic. We believe that a comprehensive strategic management process positions us to carry out our mission in a dynamic and changing world. This document presents our recent thinking regarding strategic priorities and strategies that we will pursue in order to achieve those priorities. The document was developed with initial involvement of the Participating Organizations (PO) and FLETC staff (interviews included employees, non-supervisors, supervisors, managers, and union representatives to provide a cross-section of the organization). Draft copies of the Strategic Plan were shared with the PO's and FLETC Management during its development. Consultations were made with the Office of Management and Budget (OMB) and with the House and Senate, in addition to the formal submission process.



## The Situation Facing Law Enforcement

In the United States today, no government function is more central to public safety or, at the same time, subject to more scrutiny than law enforcement. From terrorist bombings, gang warfare, and apparent random shootings to sophisticated international monetary frauds, the issues facing law enforcement are national in scope and directly or indirectly affect the citizenry of the entire nation. The people of the United States expect the government to maintain domestic peace and order. However, being a nation of laws, there is an equally strong expectation that order will be maintained lawfully, professionally, and with full respect for individual rights. In order to meet these expectations, the government must ensure that those individuals it empowers as law enforcement officers have been fully trained in the skills and knowledge necessary for effective and safe enforcement of the law and are prepared to do so in a just and proper manner.

We at the Federal Law Enforcement Training Center (FLETC) take our responsibility to provide this training to the vast majority of Federal law enforcement personnel very seriously. The stakes are, in the day-to-day environment in which law enforcement officers do their job, literally life and death. In a larger context, the credibility of government itself is seriously affected by how well the law enforcement function is carried out. With these thoughts firmly in mind, the FLETC leadership,

management and staff at Glynco and Artesia are absolutely committed to providing the best training possible to all of the law enforcement organizations that we serve.

In recent years, however, some of our larger Participating Organizations have challenged the concept of consolidated Federal law enforcement training. They have expressed concerns about the quality, relevance, and timeliness of our training services and believe that their training needs could be better met by establishing training facilities dedicated solely to their unique needs and training philosophy. However, analysis demonstrates conclusively that the taxpayer is far better served through the consolidated law enforcement training approach. The economies of scale produced by joint training results in high cost avoidance and an associated \$140 million in estimated annual cost savings. The consolidated approach also provides the opportunity to deliver higher quality training through state-of-the-art-facilities, a permanent faculty of trained instructors, consistency of training content and quality, and the commingling of students from different agencies that fosters networking and agency cooperation.



Nevertheless, this challenge to the consolidated training concept has served a useful purpose, causing us to reexamine our overall mission, operations and relationships with our Participating Organizations and the other law enforcement organizations that we support. In addressing these concerns we intend to forge a closer partnership with our clients and to better understand, anticipate, and meet their needs. Our plan, **and the strategic management process it envisions**, focuses on setting an agenda of concrete actions with identifiable, measurable results and supports our mission of delivering high quality, relevant, and accessible training.

## Goals and Strategies

Law enforcement organizations face unprecedented challenges as we move into the next millennium. The nature of crime itself is changing, becoming more violent, unpredictable and sophisticated. At the same time, the public is becoming more skeptical of the entire criminal justice process and is demanding greater accountability of law enforcement officials. Clearly, training plays a vital role in helping the law enforcement agencies meet these challenges and is nearly always included in any discussions to improve effectiveness. With these issues in mind, **and to align with the Treasury Department's strategic goal of providing high quality training for law enforcement personnel**, the Center has established two strategic goals and associated objectives to be pursued over the next five years. **The primary asset in conducting quality training is highly qualified and dedicated training and support staff. An employee survey will be utilized to evaluate and respond to the requirements/needs of the FLETC staff.**

***Goal 1. Ensure that our graduates possess the skills and knowledge needed to perform their law enforcement functions safely and professionally.***

***Goal 1 Objectives***

- Establish strong partnerships with our clients and work with them to identify existing or emerging issues that may require training-based attention and solutions.
- Ensure that training content and delivery methods address identified needs and reflect the latest thinking regarding effective training techniques.
- Strengthen the instructional staff by improving skills and experience level of current and newly hired instructors and by considering ways to supplement the staff with short-term or contract instructors who have recent law enforcement experience.

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***Goal 2. Significantly expand access to and availability of quality law enforcement training.***

***Goal 2 Objectives***

- Significantly improve our forecasting techniques for future client training and provide sufficient capacity to meet their training requirements.
- Meet training needs of law enforcement organizations that cannot use the FLETC because of lack of available facilities or cost of commuting to Glynco or Artesia and establish professional standards for accrediting federal law enforcement training.

## Outcomes

There are significant implications for our organization in achieving these goals. We believe that by accomplishing them we will be able to increase our value and benefit to the law enforcement community. In particular, we expect that the following outcomes will occur as a result of our efforts in these areas:

- Officers who receive the training at FLETC will face less risk of encountering and dealing with incidents that result in injuries or fatalities. Their safety will be significantly improved.
- Law enforcement personnel who attend training involving criminal investigations will be more deliberate in their work and, as a result, the overall quality of criminal investigations will increase.

- Uniformed officers and other law enforcement professionals will be better prepared to effectively enforce laws and regulations, protect Federal facilities, and interact with the public, and to do so in ways that demonstrate respect for individuals and civil liberty.
- Achievement of the goals will ensure that graduates of our basic training programs can be deployed more rapidly.
- The recent influx of new personnel will not have an impact on the quality of law enforcement services because, by acting as a leader for law enforcement training and a central location of training information, we will ensure that adequate training is available in many formats and locations to meet the life long training and developmental needs of law enforcement personnel.



## Conclusion

In summary, we are committed to a role at the forefront of law enforcement education. This strategic plan outlines how we intend to honor that commitment. We have made significant strides recently to put a management and decision-making process in place to ensure that we accomplish what we have outlined in this plan. Feedback from our clients, stakeholders, and other interested parties that can help us adjust our direction and priorities is welcome. We recognize the dynamic nature of the planning and management processes and will make adjustments, as needed, to provide world-class law enforcement training to those organizations that use our facilities and services.

**FEDERAL LAW ENFORCEMENT TRAINING CENTER**

# Strategic Plan 2000 - 2005

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## Introduction

The Federal Law Enforcement Training Center (FLETC) was established in 1970 as a result of findings from an interagency law enforcement training task force indicating that the quality of training provided to law enforcement personnel was inadequate. The task force recommended that a consolidated training center be established to provide consistent, high quality training programs in state-of-the-art facilities for Federal law enforcement staff. The Center's headquarters currently located in Glynco Georgia is the largest law enforcement training facility in the United States. It occupies over 1,500 acres with modern specialized training facilities for driver, marine, physical techniques, computer and firearms training. The FLETC also has a 2,200 acre satellite-training center in Artesia, New Mexico used to meet the training needs of the Bureau of Indian Affairs and advanced training needs of other agencies; the Center also operates a facility in Charleston, South Carolina to support the U.S. Border Patrol.

## Mission

Our mission is to serve as the Federal government's leader for and provider of world-class law enforcement training. We prepare new and experienced law enforcement professionals to fulfill their responsibilities in a safe manner and at the highest level of proficiency. We also ensure that training is provided in the most cost-effective manner by taking advantage of economies of scale available only from a consolidated law enforcement training organization.

### ***Vision for the Future***

We are committed to providing strong, collaborative leadership for law enforcement training. Working as partners with client agencies including state, local and international organizations, we will identify ways that research, training, and education can be used to protect our democratic institutions, ensure public safety, and preserve law and order.

## External Analysis: The Situation Facing Law Enforcement

In order to be effective, training must be closely linked to law enforcement challenges, issues, and needs. As law enforcement needs and techniques change, training must change to keep pace. Law enforcement, as an integral part of society, is not immune to the effects of accelerating and multi-faceted change that has become the hallmark of turn-of-the-century America. This change involves the nature of crime itself, methods available to law enforcement, and expectations of society and the political world.



### ***Changes in Crime***

Only within the last half-dozen years or so has domestic terrorism become a reality to the public within the United States. Law enforcement today is faced with violent extremism from a variety of foreign and domestic groups ranging from racial supremacists, to fringe religious zealots, to environmental extremists. Many of these groups utilize Internet technology to spread their message and recruit members, as well as to gain access to information that facilitates violent acts. The willingness of a wide variety of groups to use violence to further their cause has been amply demonstrated and constitutes a major law enforcement issue.

Increasing awareness of and sophisticated use of computer technology has created an entirely new law enforcement arena. The dramatic growth of the Internet has spawned a revolution in technology related crime. Financial frauds of all descriptions, money laundering, trafficking in pornography and child molestation are only a few of the types of crimes facilitated by Internet communication. The globalization of the economy and of information has made it possible to commit crimes against American interests without ever setting foot in the United States. Federal law enforcement today must have an awareness and understanding of the issues involved when dealing with international criminal activity.

The nature of organized crime is also changing. Foreign organized crime has established operations in major U.S. cities. Other organized groups have also emerged, including juvenile gangs, motorcycle gangs, white supremacist and anti-government organizations. These groups present serious law enforcement challenges including language and cultural barriers, difficulty in penetrating their structure, their propensity for violence, and their ability to coordinate their activities over large geographic areas.

### ***Changes in Methods and Tools***

New technology benefits law enforcement as well as presents new challenges. Law enforcement agencies are able to quickly obtain large amounts of information from public sources via the Internet and from increasingly sophisticated databases maintained by various government



agencies. Rapid identification of individuals, the capability to conduct discrete surveillance and the ability to manage large amounts of evidentiary material with computer assistance are only a few of the aids to law enforcement made possible by modern technology. Future changes will likely include increased use by law enforcement personnel of non-lethal weapons, enhanced requirements for collection and analysis of digital evidence, and improved crisis management techniques.

At the same time, these advances create certain challenges. Law enforcement agencies must integrate these new methods into their processes, develop appropriate policies for their use, and ensure that staff are adequately trained.



### ***Changes in Expectations***

Faced with real problems affecting the very fabric of society, the United States is relying increasingly on law enforcement solutions. For example, the dramatic increase in the number of law enforcement officers mandated by Congress, the enhanced funding for the “war on drugs,” and significantly increased spending for counter-terrorist activities exemplify the expectation on the part of policy makers that law enforcement efforts will ameliorate societal problems. In other contexts, law enforcement officers are increasingly being called on to act as “problem solvers,” taking on roles quite different from those associated with traditional enforcement.

While being called on to address a widening array of social problems, law enforcement agencies are also being held to heightened levels of scrutiny and accountability. In today’s world an officer must ensure that his or her actions pass not only the test of legality, but they must also pass the more subjective tests of appropriateness and propriety. The citizenry expects law enforcement personnel to act with professionalism and is quick to react with complaints and lawsuits when this expectation is violated.

## **Internal Analysis: The Situation Facing FLETC**

Given the changes cited above and our central role in ensuring that law enforcement personnel are trained to address them, our challenge is to develop strategic priorities that position us to adjust our operations without disruption or diminishing our effectiveness. We identified and plan to address the issues discussed below in order to do so.

### **Mission Clarity**

While our stated mission appears clear and straightforward, there has been some confusion and disagreement over the Center’s exact role in the law enforcement arena as well as the kind of training organization we should aspire to be. It is clear that we have a mandate to provide “Federal *basic* law enforcement training” and oversee facilities used by participating organizations to conduct their training.

However, there are considerably different perspectives and opinions regarding our role in providing advanced federal, state and local, and international training and conducting serious, focused, results-oriented law enforcement training research. The strategic planning process has given us a forum for discussing these issues and resulted in a broader and more comprehensive view of our leadership and training role across all venues. While we are fully committed to fulfilling our requirement to provide basic Federal law enforcement training, we must also meet the advanced training needs of all our constituent organizations.



### **Physical Capacity to Meet Training Demands**

Over the last three years, we have had difficulty meeting demand for basic training, particularly for the Border Patrol, our largest Participating Organization, who experienced a sudden and dramatic increase in the number of newly hired recruits who needed to attend basic training. This trend is expected to continue. In addition, the need for in-service and advanced training will continue to grow as well; many basic students who graduate, return later for advanced training. Clearly the Center will have to seek creative and flexible means to better predict and meet the capacity demands of all of its clients.

### **Quality of Instruction**

Since our inception, we have remained committed to our students and instructional quality. We are fortunate to have a cadre of dedicated instructors who foster innovation and are willing to go “beyond the call of duty” to provide quality training. In addition, feedback from students and their supervisors indicates that our clients are generally very satisfied with the quality of our training. However, as discussed in the external assessment, the law enforcement arena is faced with a more complex and hostile environment. We must be able to anticipate and respond to these needs by adopting new instructional technologies, improving instructor training, and ensuring that instructors have sufficient recent field experience.

### **Partnerships with Law Enforcement Organizations**

Establishing cooperative partnerships with our Participating Organizations and other state, local, and international law enforcement organizations is a key underlying principle of our strategy to improve the quality, relevance, and timeliness of our training. We have excellent relations with many of our client agencies, and have more recently initiated efforts to further improve communications with all clients. Building on this base, we will continue to expand our efforts to better anticipate, understand and respond to clients’ needs. We also need to work with client agencies to develop creative workable solutions to problems as they arise.

## Program Evaluation

The FLETC uses an architecture of linked Performance Evaluations. We evaluate course by course, program by program, conduct curriculum review conferences, and conduct curriculum development activities in the performance of rigorous program evaluations. The continuous review, evaluation, and validation are accomplished through a professional team within the Research and Evaluation Division (RED). The results are published as documents that FLETC management uses to derive training improvement and doctrine. Program evaluations are a basis for decision making and a way of doing business, as a professional training institution.

## Survey Instruments

Given the structure and function of the FLETC, survey instruments are prepared and developed based upon the Modified Likert Scale, using contemporary survey methodology with anecdotal comments captured for specificity and clarity. Performance measures, such as Employee Satisfaction, will have survey instruments prepared, developed and evaluated by the RED. The survey instrument for the Employee Survey has been discussed with Treasury's Office of Business Innovation (OBI) and consensus reached between RED and OBI. The FLETC will work with the Participating Organizations to develop a survey that is in concert with key business lines.

## Accountability

Many of the issues and strategies addressed in this strategic plan were raised in the prior strategic plan and have been the topic of discussion at various management forums. We cannot afford to allow the leadership ideals embodied in this plan to fall to the fate of "a document sitting on a shelf." To ensure accountability and follow-through we must implement a performance management process that causes the principles and strategies of this plan to drive our day-to-day activities. This process must ensure appropriate communication of our goals and strategies, provide appropriate measures and feedback mechanisms, and instill a sense of urgency and accountability.

## Strategic Direction

The environmental and internal issues identified above have caused us to rethink and sharpen our strategic approach to our mission. We are keenly aware of the serious nature of the challenges faced by law enforcement officers and are committed to ensuring that we provide the best training possible. Key aspects of our strategy will focus on three lines of business:

- **Providing Comprehensive Training to Law Enforcement Officers that fully Supports the Mission of all our Client Agencies**-- adopting a more holistic view of training that goes beyond the development of static skills and requires the



student to make decisions and perform under stress. We must also provide career-long training that is responsive to the diverse and changing needs of the law enforcement community;

- **Advancing Training Effectiveness Through Dramatic Improvements in Training Development** -- establishing meaningful partnerships with our clients in order to anticipate and respond to their training needs and ensuring that course content is up-to date and is taught using the most innovative teaching approaches and delivery methods; and
- **Working Closely with all of our Client Agencies to Evaluate and Adjust Training Scheduling and Availability** – ensuring that Participating Organizations have access to appropriate training and that their needs are met on a timely basis.



## Goals, Objectives, and Strategies

### Goal 1

**Ensure that our graduates possess the skills and knowledge needed to perform their law enforcement functions safely and professionally.**

When asked to describe “success” for FLETC, virtually all of our stakeholders responded with some variation of “the trainee is able to do the job.” This simply stated outcome has profound implications for our training programs. First, it implies that we fully understand the nature of tasks that trainees will need to perform on the job and the skills and knowledge necessary to perform them. Second, it implies that our content and methods of instruction adequately convey those skills and knowledge. Finally, in order to evaluate how well we understand what is needed and convey associated skills and knowledge through our training, we must assess how well our graduates actually perform on the job. This feedback is essential in order for us to continuously improve our training effectiveness.

We plan to create partnerships with our clients and shift from being reactive by responding to their requirements to being proactive by working with them to identify emerging problems and issues that can be addressed through training. This shift in strategy will require that we develop an in-depth understanding of commonalities and differences in how they actually conduct business. It will also necessitate an improved internal process that challenges our existing curricula, course content, and teaching methods.

We also recognize the importance of clearly and consistently communicating the scope of our mission. First and foremost, we acknowledge our responsibility to serve as leaders of law enforcement training. This is an enormous and important

responsibility. At the same time, it is essential that we meet our mandated requirement to provide basic training for Federal law enforcement organizations and do so without compromise. We are also committed to ensuring that already-deployed law enforcement personnel have access to comprehensive, high-quality advanced training, even if we must rely on partnerships with other organizations to deliver that training. As we have for many years, we will continue to strengthen overall law enforcement effectiveness by continuing our commitment to provide training to state, local, and international organizations and to other organizations that believe that we can help meet their training needs. Success, however, will require that we carefully balance our resources and manage competing demands. It also will require that we develop a sense of urgency about our training program and various curricula.



Ensuring that our instructors have adequate and current training and experience necessary for establishing credibility and teaching state-of-the-art topics and techniques is also one of our most important responsibilities. The instructors serve as information conduits, role models, counselors, and coaches and must give 100% of their time and energy on a day-in and day-out basis. Lapses in the quality of our training programs could eventually jeopardize the very survival of those that we train when they encounter life-threatening situations. While we have high expectations of our instructor corps, we must ensure that they are fully supported in carrying out their duties and responsibilities.

Accomplishing this ambitious agenda also requires that we leverage the talents of the entire workforce, including instructors detailed to teach for us from Participating Organizations. We must ensure that new instructors are prepared to teach even if they have limited teaching experience and that experienced instructors have opportunities to spend time in law enforcement organizations to understand the latest challenges, issues, and techniques. These challenges will require better apportionment of instructor time, evaluation of teaching effectiveness, feedback and development, and use of new approaches for developing and conducting training.

## **Goal 1 Outcomes**

1. Officer safety will significantly improve because officers are better able to deal with dangerous situations.
2. Quality of criminal investigations will increase. Evidence will be appropriately collected, stored, and preserved; laws and procedures will be followed, and all other aspects of investigations will be handled in a professional manner.
3. Uniformed officers will effectively enforce laws and regulations, protect public property, and maintain order.
4. The public will recognize that FLETC-trained law enforcement officers are effective at their jobs and carry out their duties with respect for individual rights.

## Objectives and Strategies

**Objective 1.1 Establish strong partnerships with our clients and work with them to identify existing or emerging issues that may require training-based attention and solutions.**

### *Strategies*

- 1.1.1 Develop and foster a policy of working with client agencies to anticipate and develop relevant training programs and courses.
  - a) Establish liaisons to work directly with our clients.
  - b) Develop comprehensive list of challenges facing law enforcement organizations and the knowledge, skills, and abilities that will be necessary to meet those challenges. Examples of challenges include understanding of digital technology basics, foreign language skills for surveillance purposes, and developing and operating intelligence gathering and dissemination activities.
  - c) Examine law enforcement trends in areas such as forensics, evidence evaluation, photography, surveillance, intelligence, and biometric security systems in order to identify future training needs.
- 1.1.2 Establish cross cutting work groups consisting of FLETC, Participating Organization and other client organization representatives to examine issues identified in 1.1.1 and develop a long-range forecast for law enforcement skill and training requirements.
- 1.1.3 Increase frequency of and participation in inter-agency conferences and symposia designed to discuss, identify, and address common problems.
- 1.1.4 Identify ways to change our processes so that there is greater consistency throughout the organization in terms of scanning the external environment and searching for new opportunities to enhance training effectiveness and meet client needs.

### *Performance Measures*

- 1. Client consensus that the partnership exists and is working.
- 2. Client consensus that the FLETC is proactive rather than reactive.



3. Number of new opportunities to enhance training effectiveness and meet client needs identified.

**Objective 1.2 Ensure that training content and delivery methods address identified needs and reflect the latest thinking regarding effective training techniques.**

***Strategies***

- 1.2.1 Revise the curriculum review process so that it provides useful and timely feedback regarding the content and delivery methods of current offerings.
  - a) On a regular basis, compare the offerings to the challenges developed in 1.1.1 in order to identify potential changes.
  - b) Develop a weighting system that compares every class to intended law enforcement outcomes and ensure routine evaluation of those that have the heaviest weights.
  - c) Include staff from Artesia in the curriculum review process.
  - d) Establish feedback mechanism to assess client satisfaction with the revised process.
- 1.2.2 Establish a process for suggesting new topics or courses and ensuring that the suggestions are evaluated for merit. Use this process to establish a prioritized list of new training program initiatives.
- 1.2.3 Establish a more systematic process for promoting and conducting applied law enforcement training research. Establish specific FLETC-wide research projects based on suggestions from instructors and non-instructors such as best approaches for training adult learners, ways to integrate traditional law enforcement skills and familiarity with digital technology, and methods for providing refresher training.
- 1.2.4 Encourage instructors and non-instructors to apply for research grants, join professional organizations that conduct research, attend professional conferences, and publish papers or make presentations to discuss innovations that we have introduced at FLETC. Issue press releases describing major new initiatives, research findings, and other related training innovations.
- 1.2.5 Establish a distinguished fellowship position and invite researchers or law enforcement dignitaries to apply for one or two year rotational assignments.

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- 1.2.6 Identify ways to enhance coordination across various FLETC training divisions and overcome barriers to cooperation. Consider changing the organizational structure to improve coordination. Options include organizing by type of activity; such as training need assessment (business development), training research and development, basic training delivery, and advanced training delivery. Also consider integrating support personnel into training teams, creating greater sense of partnership, team unity, and esprit de corps.
- 1.2.7 Evaluate common procedures and techniques that are taught in various courses to ensure that they are taught in a consistent manner across divisions. (For example, handcuffing activities may be included as part of curriculum of more than one training program, but different techniques may be used.)
- 1.2.8 Organize program evaluation teams consisting of law enforcement educators from other organizations and countries and law enforcement experts to visit FLETC and review our training offerings and approaches and offer suggestions for improvement.



### ***Performance Measures***

1. Content and Delivery Methods: For all training offerings, measure the time since last content review, number of changed topics, and number of emerging topics that were identified and added to the curriculum. Also, measure client satisfaction with revised curriculum review process.
2. Training Development: Measure the number of hours devoted to research, number of research projects initiated by individuals, number of FLETC-wide research projects, and various types of research-related activities, including published papers, conference activities, and media releases.
3. Coordination and Cooperation: Measure perceptions that organizational units are working well together, collaborating, and sharing credit for positive accomplishments.

**Objective 1.3 Strengthen the instructional staff by improving skills and experience level of current and newly hired instructors and by considering ways to supplement the staff with short-term or contract instructors who have recent law enforcement experience.**



## ***Strategies***

- 1.3.1 Strengthen the skills and experience of current and newly hired instructors.
- a. Establish clear performance standards and set performance objectives for each instructor.
  - b. Provide on-going instructor feedback and formal reviews semi-annually. Identify ways to accurately communicate performance.
  - c. Implement development requirements for all instructors. In addition to personal development objectives, include standard skills such as familiarity with technology and adult learning techniques.
  - d. Provide training and developmental opportunities, including short-term assignments within law enforcement organizations to observe contemporary practices and procedures.
  - e. Review and revise as necessary the law enforcement instructor training program; ensure that all new instructors are enrolled and complete the program.
  - f. Identify applicable professional teaching certifications and encourage/reward instructors who obtain those certifications.
  - g. Work with academic institutions to bring accredited college programs to FLETC and encourage instructors to attend the programs and obtain educational or other related degrees.
  - h. Create special awards, citations, honorary chairmanships, and other forms of recognition for those that make unusual contributions to our training mission.
- 1.3.2 Establish expectations for instructors to rotate to different areas of specialization in order to provide them with intellectual stimulation and different perspectives from various functional areas.
- 1.3.3 Develop a model instructor profile and associated criteria. Have supervisors use the profile to evaluate each instructor and create personal development plans. Establish a mentoring team to work with those instructors that require development in order to improve their performance and effectiveness.

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- 1.3.4 Supplement the instructional staff with temporary, term, or contract instructors who have recent law enforcement experience.
- a. Allocate a specific number of instructor positions devoted to the short-term (one-to-three years) instructor initiative at both Glynco and Artesia.
  - b. Work with OPM and the Department to obtain exemptions to Federal retirement regulations for these positions so that officers who have retired or are contemplating retirement will consider accepting a short-term assignment at FLETC.

### ***Performance Measures***

1. Skills and Experience: Measure effectiveness of instructor evaluation and communication processes, and instructor achievements (certifications, college degrees obtained, other special awards and citations).
2. Rotational and Field Assignments: Measure number, frequency, and type of rotations and field assignments.
3. Short-term Instructors: Measure number of short-term instructors and ratios of full-time to short-term instructors and detailed to short-term instructors.



## **Goal 2**

### **Significantly expand access to and availability of quality law enforcement training.**

We are proud of our state-of-the-art training facilities. For many aspects of law enforcement training, such as weapons, driver, and other physical dexterity training, we provide unique facilities that are essential for providing effective training. In addition to conducting our own training classes at our facilities, we also make them available to our Participating Organizations.

Problems occur, however, when clients require but cannot obtain training because our facilities are being fully scheduled. The Center must take a leadership role in seeking creative solutions to expand access and availability of training. We can improve training effectiveness by carefully examining existing approaches for scheduling training and using facilities in order to increase our capacity and throughput. Specifically, we will expand

access and availability by working with clients to prepare more reliable forecasts for training needs, identifying new approaches for providing training, including exporting training to agency sites, providing online training courses, preparing self-paced training material, and working as partners with other training organizations. We will also exercise leadership in the law enforcement field by informing law enforcement organizations of available external training opportunities and acting as an accrediting body for other law enforcement organizations.



## **Goal 2 Outcomes**

1. Clients' training needs are met on a more timely basis and new recruits can be deployed more rapidly.
2. Small and large agencies alike acknowledge that we have taken the lead in law enforcement training by enhancing their training development capacity and serving as a central location for solving training problems and addressing training needs.
3. Agencies that offer training work closely with FLETC to promote availability and increase resource utilization.

## **Objectives and Strategies**

**Objective 2.1 Significantly improve our forecasting techniques for future client training and provide sufficient capacity to meet their training requirements.**

### ***Strategies***

- 2.1.1 Using our designated client liaisons (Strategy 1.1.1), evaluate current approaches for predicting future training needs and identify ways to improve the accuracy of projections for training needs.
- 2.1.2 Monitor training throughput and facility utilization at both Glynco and Artesia in order to identify under-utilized assets and critical “choke points” (training activities and facilities that are bottlenecks and cause other facilities to be underutilized). Develop a monitoring methodology and system to monitor capacity utilization. Clarify how we define “capacity.”
- 2.1.3 Develop “standby” training modules that can be brought on line quickly to fill gaps that occur when planned training is canceled.

- 2.1.4 Implement a business development program to determine new ways to utilize facilities and other resources when demand fluctuates
- 2.1.5 Reengineer and automate the scheduling process with an emphasis on flexibility. Given the critical need to upgrade our scheduling tools and capabilities, if possible find an existing technology solution from a similar training organization and import it.
- 2.1.6 Examine evolution of relationship between Glynco and Artesia and identify ways and approaches to better clarify roles and responsibilities within FLETC. Once we finalize our perspective regarding future utilization and potential specialization, make this strategy clear to our clients so that they understand our strategy and will work with us to take advantage of offerings at both facilities.



### ***Performance Measures***

- 1. Facility Utilization: Measure facility utilization (dormitories, cafeterias, traditional classrooms, library, computers, and ranges). Develop a utilization baseline and set targets for maintaining optimal utilization rates.
- 2. Demand Forecasting: Measure our ability to accurately forecast and meet all current and anticipated demand. Establish a wait time baseline and set reasonable targets for each category of training (basic and advanced). Develop a target “maximum wait time” for each course and ensure that no client must wait longer than target wait time for each course, especially basic training.

**Objective 2.2 Meet training needs of law enforcement organizations that cannot use the FLETC because of lack of available facilities or cost of commuting to Glynco or Artesia and establish professional standards for accrediting federal law enforcement training.**

### ***Strategies***

- 2.2.1 Identify training subjects that are suitable for export to other sites and develop a process to develop, market, and deliver them.
- 2.2.2 Fully exploit alternative training and delivery methods, including computer-based training, Internet-based training, use of satellite locations, distance learning techniques, and self-paced learning.
- 2.2.3 Explore potential uses of mass communication, such as the Law Enforcement Training Network, Public Broadcasting System, C-Span, and other approaches for providing dialog and training on important law enforcement topics.

- 2.2.4 Serve as broker/clearinghouse for non-FLETC training by establishing an 800-number information service and web site. Maintain comprehensive information on all training classes, including those offered by Participating Organizations and other training organizations. Provide a liaison service to connect law enforcement organizations that have training needs to those who offer the training and have available training seats.
- 2.2.5 Establish an accreditation program for federal law enforcement training to ensure that it is consistent with and meets the established standards.
- 2.2.6 Evaluate FLETC training courses and programs in order to identify those that could be taught by traditional organizations if we accredit their curricula. Explore potential partnering relationships with academies, colleges, universities, and technical schools to teach these topics either at the FLETC or at their campus locations.



### ***Performance Measures***

- 1. Alternative Delivery Methods: Measure the number and type of alternative delivery offerings. Implement at least three new alternative training offerings each year. Measurement examples include the number of videotaped classes, video teleconferencing, computer-based offerings, and exported training classes.
- 2. Accreditation Program: Measure number of law enforcement programs evaluated, and number of suggested improvements made during each accreditation visit; also, determine if the majority of participants felt that the process was beneficial.
- 3. Clearinghouse Function: Measure the types of services offered, number of calls answered, nature of service provided, number of web site visits, and perception of organizations that offer training that we have provided a useful service.

### **Key External Factors**

The achievement of our two goals depends heavily on coordination and cooperation with the law enforcement organizations that we support. We fully intend to form the partnerships described in the plan and believe that the agencies we support will enthusiastically endorse our goals and strategies. However, due to budget constraints and the need to support their own missions, some of the organizations that we support may not be able to devote as much time or resources to supporting the strategies laid out in the plan as we or they would like.

In addition, socio-cultural changes affect the type of student (i.e. their values, beliefs, education level, and work ethic) we train. This factor will have a definite impact on our ability to “Ensure that our graduates possess the skills and knowledge needed to perform their law enforcement functions safely and professionally” (goal one). Our client agencies endeavor to recruit quality candidates to serve as law enforcement officers; however, the nature of the job requirements coupled with a tight labor market is making the recruitment process increasingly more difficult.

**DRAFT**

### **Program Evaluations**

Our Research and Evaluation Division currently collects data regarding student and client satisfaction with our services and course offerings. As we implement the strategies contained in this plan we will need to revise our process for collecting and evaluating performance data and expand our program evaluation efforts to include process evaluations and outcome evaluations.